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MONTCAS PHASE 1

IOWA TESTS

PARTICIPATION OPTIONS AND ACCOMMODATIONS

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

All Classroom Students

All students enrolled in accredited Montana schools in grades 4, 8, and 11 are required to take the *ITBS* at grades 4 and 8 and the *ITED* at grade 11.

- Students identified as having disabilities, including Section 504 students, must be tested according to the requirements established by their Individualized Education Plans (IEP) or 504 Plan.
- Students who have been identified as having Limited English Proficiency (LEP) or who have been instructed in English for three or more years must take The Iowa Tests (ARM 10.56.101).
- Part-time students must be included in the statewide student assessment in the grades designated for the assessment if they are enrolled in the district for 180 hours or more for the school year and if they have not reached the age of 19.

Options for testing all students are found in the following table.

Options	1	2	3	4	
				4A	4B
Student	Regular LEP IEP 504	LEP IEP 504	LEP IEP 504	LEP IEP (including Braille)	LEP IEP 504
Test	The Iowa Tests	The Iowa Tests	The Iowa Tests	The Iowa Tests (Braille version)	Alternate Assessment Scale
Accommodation	None	Standard, per plan	Per plan, nonstandard in some, but not all tests/subtests	Per plan, nonstandard	None
Coding	Programs – No Special Coding	Programs – No Special Coding	Programs and Office Use Only	Programs and Test Admin Column Z = 0	Programs and Test Admin Column Z = 1
Alternate Assessment Scales	No	No	Yes, ONLY for nonstandard tests	Yes, ALL tests	Yes, ALL tests
Alternate Assessment Scale Scores Recorded	No	No	Test Admin Use Only Columns G–K	Test Admin Use Only Columns G–K	Test Admin Use Only Columns G–K

Option 1

Most students, including those who are bilingual and/or who receive special education services, will take The Iowa Tests along with their grade level peers without any accommodations.

Demographic and appropriate program information needs to be coded for all students.

Option 2

Students who have been identified as having Limited English Proficiency (LEP) or a disability that requires an individualized education plan (IEP or 504) may need one or more of the standard accommodations that are described in the table on page 8 to participate in The Iowa Tests. Standard accommodations do not alter the content or intent of the test; therefore, no special coding is required.

Demographic and appropriate program information needs to be coded for all students.

Option 3

Students who have been identified as having Limited English Proficiency (LEP) or a disability that requires an Individualized Education Plan (IEP or 504) may need a nonstandard accommodation to participate in **some, but not all**, of The Iowa Tests. Nonstandard accommodations may alter the content or intent of the test.

Special coding is required in the Office Use section of the answer documents. See page 25 in appendix B.

The Alternate Assessment Scale must be administered in the appropriate content area, and the scores recorded in the Test Administrator Use Only (TA) section of the answer document. See page 25 in appendix B for the appropriate column(s).

Demographic and appropriate program information needs to be coded for all students.

Options 4A and 4B

Students who have been identified as having limited English proficiency (LEP) or a disability that requires an individualized education plan (IEP or 504) may need nonstandard accommodations and/or the Alternate Assessment Scale in **all** of The Iowa Tests. Nonstandard accommodations may alter the content or intent of the test.

Option 4A. Students who are administered all of The Iowa Tests with nonstandard accommodations must also be administered the Alternate Assessment Scale. The Braille version is considered a nonstandard accommodation. For students taking the Braille version, use the following directions for Option 4A:

- After the student has completed The Iowa Tests with nonstandard accommodations, fill in the “0” in column Z of the Test Administrator Use Only (TA) section of the answer document. (This excludes the student results from calculation of overall school, district, and state results on The Iowa Tests.)
- Administer the Alternate Assessment Scale in all content areas; record the scores in the Test Administrator Use Only (TA) section of the answer document. See page 25 in appendix B for the appropriate columns.

Option 4B. Students are not administered The Iowa Tests in any manner. Instead, they are administered the Alternate Assessment Scale in all content areas.

- Fill in the “1” in column Z of the Test Administrator Use Only (TA) section of the answer document.
- Record the scores in the Test Administrator Use only (TA) section of the answer document. See page 25 in appendix B for the appropriate columns.

Standard and Nonstandard Accommodations

The table below lists approved accommodations that are available for administration of The Iowa Tests.

Type of Accommodation	Description of Standard Accommodation Approach
Setting Changes in the <i>place</i> in which an assessment is given. This includes changes in testing location as well as the conditions of the setting in which testing occurs.	Individual/Small Group Administration. Students may be tested in small groups or individually. There is no minimum group size requirement for test administration. Students who need extra breaks and those who might be disruptive in a classroom-testing situation may be tested in this manner. This is also a helpful accommodation for students with limited English skills who might be intimidated or discouraged by peers who are able to work at a much faster rate. Test Administered by ESL Teacher/Bilingual Teacher or Interpreter. This accommodation enables the student to be tested in an environment that makes it possible for a teacher or interpreter to provide the necessary language supports that might be required by the student throughout the test.
Presentation Changes in <i>how</i> an assessment is <i>given</i> to a student. This includes format alterations, procedural changes, and the use of assistive technology.	<p>Large-Print Edition. This is an enlarged edition of the same test form as the standard test booklets. Students who use the large-print edition record their answers directly on the test booklet. Large-print tests should not be administered in a group setting unless all students in the group are using this form of the test. Communication Support to Understand Directions. Students may need assistance in understanding test directions or may require directions to be clarified in some manner. These supports include manual signing, translation into a different language, or some change in the delivery of directions for the purpose of enabling the student to understand what to do. No portion of the Reading Comprehension or Vocabulary tests should be cued in any way. To do so would make the administration of the Reading Comprehension or Vocabulary tests nonstandard.</p> <p>Repeated Directions. Directions may be repeated as many times as is necessary to ensure students are clear about what they are to do. This can be done in whatever language is most readily understood by a student.</p> <p>Test Read Aloud. Students who have reading difficulties can have some or all of the test read to them so that their reading limitations do not interfere with measurement of their knowledge in other areas. This applies to all areas except Reading Comprehension and Vocabulary. Reading the Reading Comprehension and Vocabulary subtests to the student makes the administration of these subtests nonstandard.</p> <p>Assistive Technology. There is a wide range of low and high tech supports that facilitate access to and use of test materials, including materials or equipment that magnify test materials, templates placed over test materials to assist a student in focusing on a specific section of the test page, and slant boards to better display the materials for a student.</p>
Timing Changes in the <i>duration</i> of testing. This includes how much time is allowed as well as how the time is organized.	Extended Time. Students are given additional time to complete the test to compensate for characteristics that result in slower performance. This includes students who require magnifiers, students with limited attention skills, and those who need more time with word identification or reading.

Type of Accommodation	Description of Standard Accommodation Approach
Response Changes in <i>how</i> a student <i>responds</i> to an assessment. This includes format alteration, procedural changes, and the use of assistive technology.	Answers Recorded. An assistant test administrator or proctor may record the answers of a student on the answer document if the student is unable to do so because of physical limitations. Transferred Answers. Responses recorded in the test booklets or entered into some type of assistive writing device should be transferred to the student's answer document in preparation for scoring. Provision of English/Native Language Word-to-Word Dictionary. Students may use a glossary that translates an English word to a corresponding word in their native language. Assistive Technology. Students who routinely use some form of assistive technology for written expression are permitted to use these systems to respond to test questions. See the section on "Calculators" (page 9) for more details.
Scheduling Changes in <i>when</i> testing occurs.	Rearranging the order of subtests. Administering the subtest in a sequence other than the one outlined in the <i>Directions for Administration</i> is permitted. Modification in time of test delivery. Changing the time a student is given a test for reasons related to a disability is permitted. This type of accommodation might be necessary for a student whose stamina or level of alertness is impacted by a disability or medication.

Calculators

Calculators are not allowed on The Iowa Tests except when they are specified in the current IEP. The special education teacher and the Classroom Test Administrator should coordinate arrangements prior to testing. Ignore the directions for calculator use found in the *Directions for Administration* published by Riverside Publishing. Do not bubble the "Y" or "N" circles found in the section for Math Problem Solving and Data Interpretation on the answer document.

If a student's current IEP requires a calculator for the Math Problem Solving and Data Interpretation test (grade 4, Level 10 and grade 8, Level 14) or the Mathematics: Concepts and Problem Solving test (grade 11, level 17/18), it is considered a standard accommodation. No special coding is necessary.

If a student's current IEP requires a calculator for Computation or Estimation, use of the calculator changes the intent and content of the test, so its use is considered a nonstandard accommodation. In those cases, the student scores are not calculated with the rest of the math scores, and the student needs to have the Alternate Assessment Scale in math administered and recorded on the answer document. Special coding is necessary:

- In the "Office Use" section of the answer document, fill in the number of the test for which the calculator was used as a nonstandard accommodation. See the chart on page 25 in appendix B of this *Guide*.
- Administer the Alternate Assessment Scale for math, and fill in the score in column "T" of the "Test Administrator Use Only" section of the answer document.